JUNE 1957 · 35c

The Johns Hopkins Magazine

THE JOHNS HOPKINS REVISED MEDICAL PROGRAM · PAGE 4

Too early?

Well, perhaps, if you want to be strictly literal.

And yet, when she reaches college age will she be too *late?* Too late to get the kind of higher education so vital to her future and to the future of her country?

It all depends.

There is in the United States today a growing threat to the ability of our colleges to produce thinking, well-informed graduates. That threat is composed of several elements: an inadequate salary scale that is steadily reducing the number of qualified people who choose college teaching as a career; classrooms and laboratories already overcrowded; and a pressure for enrollment that will *double* by 1967.

The effects of these shortcomings can become extremely serious. Never in our history has the need for educated leadership been so acute. The problems of business, government and science grow relentlessly more complex, the body of knowledge more mountainous. The capacity of our colleges—all colleges—to meet these challenges is essential not only to the cultural development of our children but to the intellectual stature of our nation.

In a very real sense, our personal and national progress depends on our colleges. They must have more support in keeping pace with their increasing importance to society.

Help the colleges or universities of your choice. Help them plan for stronger faculties and expansion. The returns will be greater than you think.

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, New York.

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The Council for Financial Aid to Education

The Johns Hopkins Magazine

VOLUME VIII June, 1957 NUMBER 9

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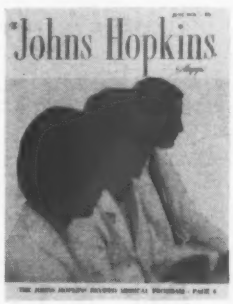
The Cover: The three medical students on this month's cover were in a group to whom the revised program of medical education at the Johns Hopkins University was being explained last month. With medical education now requiring so many years that an active career often does not begin until age 30, the new program proposes ways of shortening the training period, without lowering quality. It offers a means of closing the gap that now exists between medicine and the social sciences and humanities. And it takes much-needed steps toward strengthening the basic science education of medical students. The official details of the program are published in this issue, page 4.

PHOTOGRAPH BY ALAN J. BEARDEN



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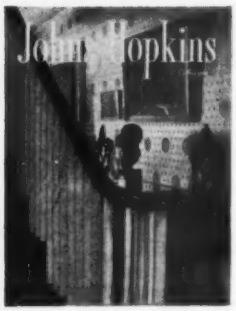

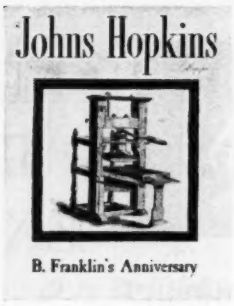

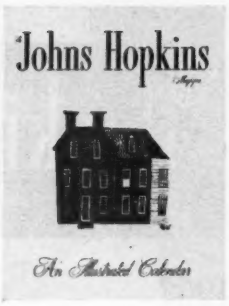

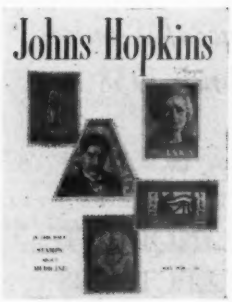

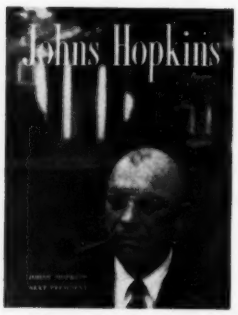

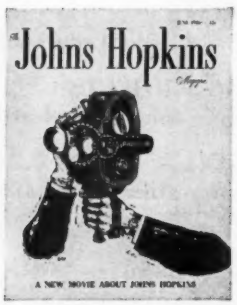

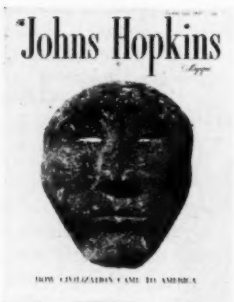

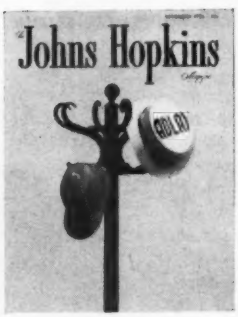

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LETTERS

THE NEW MEDICAL PLAN

To the Editor:

In President Eisenhower's inaugural address he supports President Gilman's 'daringly high standards" for the School of Medicine. In *Time* Magazine, a proposal to abolish these standards is described. Please clarify.

Name Withheld by Request
Beverly Hills, Cal.

For the full text—including a critical discussion—of the revised plan for medical education at Johns Hopkins, see pages 4 through 11 of this issue.—The Editor.

WRONG NUMBER

To the Editor:

Could the "Gazette" in your April issue have been in error when it referred to the late, great Isaiah Bowman as the sixth president of the Johns Hopkins University? Was not Detlev Bronk the sixth president?...

Joseph J. Wall
Bridesburg, Pa.

We were in error.—The Editor.

WORDS & PICTURES (CONT'D)

To the Editor:

I should like to enter the fray regarding photographs in your magazine.

(1) I find them both helpful and informative, not distracting. The articles are certainly of a higher quality (as are the photographs, frequently) than those in the popular picture magazines, and I feel it to be just this side of an insult to *The Johns Hopkins Magazine* when it is suggested that the magazine can be legitimately so compared.

(2) To include a bulky section of materials on the personal lives of alumni for the sake of conveying this information to those who knew them when on campus would degrade the magazine and relieve it of much of its general interest and usefulness. Many of us spent pleasant years on the campus but, because of our specialties, were not able to know large numbers of the students. With a student body and alumni group as large as that of the Hopkins, it would seem an almost-impossible task to include more of this sort of material than you now do without eliciting criticism.

Congratulations upon the consistent high quality of the material included in the magazine, an attractive format, and a publication worthy of the name *Johns Hopkins*.

Victor R. Gold, Ph.D.'51
Pacific Lutheran
Theological Seminary
Berkeley, Cal.

To the Editor:

I thoroughly approve of your text-and-picture balance, to which some have taken exception. My wife and I see regularly two other magazines similar in type to the Hopkins one, and we are agreed that it is distinctly the best. With so much else to read, there simply isn't time for us to read much text. We find your proportion very satisfactory.

Arthur E. Gordon, ph.d.'29
University of California
Berkeley, Cal.

PROGRAM NOTE

To the Editor:

As a former member of the Baltimore Symphony Orchestra, I'd like to point out an error in the picture caption on page 15 of your March issue. The young lady is playing a cello, not a bass viol.

Irving Cooperstein
Baltimore, Md.

Robert Mottar

So she is.—The Editor.

Here's June, and here's the end of the line for us, for another year.

There are times, in the course of an editorial year (which, in our case, is nine months long, starting in October), when June looks pretty distant and unattainable; but here it is, attainable and attained.

We knock off, now, for three months. The office papers have been stacked into neat piles; the pencils have been sharpened and put in the old marmalade jar on our desk, where we'll let them stand for a while, unused; all stray Great Ideas have been committed to the futures file. And we're off.

We'll be back in October.

THE JOHNS HOPKINS UNIVERSITY
DEPARTMENT OF EDUCATION

ANNOUNCES A

Twelve-Month Master's Program in Secondary School Teaching

THIRTY FULL-TUITION GRADUATE FELLOWSHIPS, as part of a new program supported by a grant from the Fund for the Advancement of Education, are being offered to prepare baccalaureate graduates for a career in secondary school teaching. The program is designed to enable undergraduate degree-holders, who have not prepared formally for a career in teaching, to acquire a Master's degree following one six-week Summer Session and a full Academic Year. The curriculum includes courses in education, electives in the academic field of the student's specialization, and a concurrent teaching internship, with pay, in the Baltimore public schools. Graduates will meet teacher certification requirements in most states. Both men and women are eligible.

$35,000 In Fellowships

GRADUATE FELLOWSHIPS $2,855 each: Full-tuition scholarship (Summer Session), $180; full-tuition scholarship (Academic Year), $1,000; plus $1,675 salary for half-time teaching internship during Academic Year. Laboratory fees and other training expenses will be borne by the Department.

REQUIREMENTS Bachelor's degree with an average of B or above from an accredited college or university; personal interview; and two letters of recommendation from former professors or employers.

CALENDAR Summer Session from June 24 to August 2, 1957; Academic Year from September 26, 1957, to June 3, 1958.

HOUSING Summer Session: campus dormitory rooms, without meals, from $45 to $57 for the six-week period, available to all unmarried students. Academic year: campus dormitory rooms, *including* meals, $725 for the year, reserved for unmarried male students. Single rooms and apartments are available in the vicinity of the University.

HOW TO APPLY Further information and application blanks may be obtained by writing or telephoning to DR. JOHN WALTON, CHAIRMAN, DEPARTMENT OF EDUCATION, THE JOHNS HOPKINS UNIVERSITY, BALTIMORE 18, MD. TELEPHONE, HOPKINS 7-3300, EXTENSION 421.

A Revised Program of M

THE $10 MILLION "CORE FUND" IS IN HAND

Final adoption of the Johns Hopkins School of Medicine's revised program of medical education has been awaiting the acquisition of ten million dollars of new capital needed to launch the plan. The funds are needed to build a modern basic science building at the Medical School, and to support the additional faculty members the new program will require. The following gifts and grants have been received:

From the Commonwealth Fund	**$1,000,000**
From the Ford Foundation	**3,600,000**
From the Longwood Foundation	**250,000**
From Mr. and Mrs. Eugene Meyer	**100,000**
From Victor Morawetz (a portion of his bequest)	**1,000,000**
From the Rockefeller Foundation	**2,500,000**
From the U. S. Public Health Service (for matching research space)	**1,860,000**
TOTAL	**$10,310,000**

MEDICAL EDUCATION *at* JOHNS HOPKINS

On April 19, 1957, the advisory board of the Johns Hopkins University's medical faculty took a historic step: it gave its final approval to a new program of medical education designed to shorten the period of formal education required to train physicians; to enable medical students to continue studies in the humanities and social sciences while in medical school and thus lower the existing barriers between the medical sciences and liberal arts; and to encourage more students to pursue careers in the basic sciences of medicine, where serious shortages of teachers and investigators now exist.

Final endorsement of the revised program—which had been tentatively adopted a year before—was delayed until a basic requirement had been met: the raising of a ten-million-dollar "core fund" to support the additional teaching staff and construct the modern basic-science building without which the new plan could not be put into effect.

Additional support—including scholarship funds and increased endowment for faculty salaries—will be needed. But the "core fund" of ten million dollars is now in hand, and the plans are moving ahead.

For the official details, turn the page.

In spite of the manifest excellence of the American system of medical education, in the evolution of which the Johns Hopkins University has played a significant rôle, there have emerged in recent years a number of serious defects. The most important of these are: (1) the excessive number of years required to train a physician, (2) the dichotomy which exists between the liberal arts and the medical sciences, and (3) the noticeable decline of strength which has recently developed in the basic science departments of medical schools.

The combined undergraduate and medical curriculum has grown undesirably long

As knowledge in medical science has increased, the combined undergraduate and postgraduate courses in medical schools and hospitals have become longer and longer. At the same time no steps have been taken to allow prospective doctors to gain an earlier start in their medical studies. In general, physicians and surgeons in this country are considered well qualified to practice only after they have completed four years of college, four years in medical school, and an additional three or more years in a hospital—a total of at least eleven years after high school. When two years of compulsory military training are added, many doctors of medicine have reached the age of thirty before they have finished their formal education. Those interested in research have spent a number of their most promising years merely preparing for their careers.

This demanding period of training, with its inevitable economic strain, has become so long that it is now discouraging candidates from entering the field of medicine. In addition, it is forcing some medical graduates to enter private practice before they have gained adequate experience as hospital residents.

An "iron curtain" has developed between liberal arts and medical science

A second serious deficiency relates to the sharp separation which has traditionally existed in American education between the liberal arts and medical science. The curriculum for medical students has always been virtually cut in two by an "iron curtain" which drops precipitously at the end of college. Once he enters medical school, the prospective physician is expected to leave his interests in the humanities and social sciences behind in order to devote himself exclusively to the study of medicine. Divorced so abruptly and so completely from the pursuit of a general education, he all too frequently loses interest in everything except the technical requirements of his chosen profession. With such a system in vogue, it is not surprising that many American physicians, though technically competent, appear deficient in their social, historical, and humanistic understanding, even in matters closely related to health.

Faculty strength in the basic medical sciences has tended to decline

American medical schools, particularly during the past two decades, have become top-heavy. For a variety of reasons, they have tended to invest an increasingly large proportion of their total resources in clinical faculties and laboratories. This trend has led to a noticeable decline in the strength of the basic science departments of nearly every medical school in the country. Because of the proportionately less attractive opportunities offered, and because of the comparably long period of training required, candidates for academic posts in preclinical departments have become alarmingly scarce. If a greater proportion of medical scholars is not attracted in the future to the basic science departments of medical schools, the foundations of American medicine will be seriously threatened.

Nor can these basic science departments continue to flourish unless their roots become more deeply imbedded in the natural science departments of their parent universities. For as Sir Francis Fraser, Director of the British Post-graduate Medical Federation, recently stated, "... While clinical medicine continues to depend to an increasing extent on physiology and biochemistry, it is looking now for its inspiration and its methods especially to the work of the physicist,

The Johns Hopkins School of Medicine announces a revised program to remedy medical education's present shortcomings

the chemist, and the biologist. Without an understanding of these sciences and their recent advances it is difficult to assess the value of much of the new work being carried out in clinical science and being applied to the practice of medicine. In other words, these subjects can no longer be regarded as *premedical* in our scheme of medical education, but rather as *preclinical*, along with anatomy, physiology, biochemistry, pathology, bacteriology, and pharmacology."

An adequate understanding of modern health problems also requires a penetrating knowledge of subjects not formerly considered "basic medical sciences." Sociology, psychology, and anthropology, for example, may make significant contributions to such understanding. It is desirable for the optimal development of medicine to establish these behavioral sciences as basic to the study of medicine. This objective can probably best be attained by the development of strong university departments in close association with medical faculties rather than through the creation of new departments in schools of medicine.

The Hopkins Revised Program is aimed at counteracting these shortcomings

The Revised Program of the Johns Hopkins University is aimed at counteracting, as far as is possible, all three of these basic shortcomings of present-day medical education. It is designed to introduce a greater flexibility into the study of medicine by permitting selected students to find in medical school places for which they are qualified more by their motivation and maturity than by the number of credits they have accumulated in premedical courses. It permits selected candidates, for example, to enter medical school as full-fledged graduate students after only two years of college. At the same time it offers opportunities for other students to enter after either three or the usual four years of college. It provides a more liberal curriculum by establishing an interdigitation of courses in the humanities and the medical sciences. It involves an appreciable lengthening of the traditional academic year and provides a more efficient transition from medical school to hospital. It enables all students to finish at an earlier age the predominantly passive acquisition of factual information which is required in all elementary curricula, and permits them to move on more promptly to the active and far more rewarding occupation of independent study.

American medical students have for generations taken the required premedical courses in biology, physics, and chemistry during their four years in college. The quality and content of these courses vary widely in different institutions. As a result, students enter medical school dissimilarly prepared, and much time in the first year must be devoted to the reteaching of subjects which should already have been mastered. In addition, candidates for medical school often take far too many science courses, to the neglect of the social and humanistic studies.

Many attempts have been made in the past to remedy these shortcomings through proper liaison between colleges and medical schools. But, as might be expected from the number of institutional and personal variables involved, most efforts in this direction have been singularly unsuccessful.

The program offers several transitions from college to medical school

The Revised Program will allow a limited number of students to enter the Johns Hopkins School of Medicine after the sophomore year of college. Admission requirements in the natural sciences for such students will include only elementary instruction in college biology and chemistry; as college undergraduates they will be encouraged to devote the major portion of their time to the humanities, mathematics, and the social sciences. Medical students entering under the early admission plan will be in residence in the School of Medicine but will be required during their first year to take three courses under the Faculty of Philosophy on the Homewood campus—one in elementary physics and two in humanistic and social subjects of their own choice. Intensive instruction will be provided at the Medical School in advanced chemistry, mathematics, and genetics. The latter courses will be designed primarily for the special needs of students of medical science. In both the second and third years these students will be required to elect at least one liberal arts or social science course. They may also continue advanced studies on the college campus during the unscheduled time in the later years of their medical course. At the end of the third year, they will be eligible for A.B. degrees given by the Faculty of Philosophy.

Candidates will also be admitted to the first-year class at the completion of their junior year in college. In exceptional cases, such students may be admitted to the second-year class if their preparation is judged to be equivalent to that required for completing the first year's work.

Students admitted after four years of college will enter the second year of the Revised Program.

It is to be emphasized that students who have elected to remain four years in college, or who have even taken graduate work in university departments other than medicine, will continue to be admitted to the Johns Hopkins Medical School. Although the new admissions policy will permit qualified students to enter medical school after either two or three years of college, such admissions will not be allowed to reach the point where they exclude the acceptance of students who have completed the full college course.

In summary, the program will allow students selected for early admission to continue their college education after they have begun the study of medicine and will thus encourage them to retain a continuing interest in the liberal arts. It will provide them a uniformly higher standard of premedical preparation in the natural sciences. It will enable students admitted after only two years of college to complete requirements for the M.D. degree a year earlier than otherwise, and by saving the expense of a full year of undergraduate education it will permit a greater proportion of them to take adequate residency training.

It will also provide a more expeditious preliminary course for those wishing to follow careers in the basic sciences of medicine and public health.

The final year of medical school: a comprehensive 12-month internship

With recent advances in medical education, duplications and inefficiencies have developed in the transition from medical school to hospital. As hospital clerkships have become more common and more thorough, senior medical students have found that their interests on hospital wards are often in direct conflict with those of the junior house staff, particularly the interns. Indeed, the senior year in many medical schools has become equivalent to a very effective rotating internship. Also, through "organized medicine," an increasing amount of pressure has been exerted upon all medical-school graduates to elect rotating internships. This trend threatens to lead to even further duplication of effort. Finally, there are still a good many American medical graduates who for economic reasons take only a single year of hospital training. If they could complete their internships earlier, many of them might be able to afford adequate residency training.

For all of these reasons, the Revised Program has been so designed as to transform the final year of medical school into a comprehensive twelve months' internship. During this fifth or "intern" year, each student will rotate through the major clinical services of the Johns Hopkins Hospital, and under the close supervision of the residency staff will carry out the duties now performed by interns. He will carry the usual twenty-four-hour responsibility for patients. In addition, he will be given a two-month elective period during which he may take either special work in basic science or additional clinical training in any one of the various departments of the Hospital. He will continue to pay tuition but will receive board and lodging (or their equivalent) from the Medical School and Hospital in return for services to patients.

This feature of the Revised Program will benefit all students by cutting a full year off the period required for completion of medical school plus internship. (For those entering under the early admission plan, two years may be saved.) More important, it will eliminate many defects in the present system of clinical training: it will avoid the conflict of senior students with junior house officers, it will assure participation in a university-sponsored internship, and it will bring all candidates more promptly and more surely into the significant experience of a hospital residency.

A summary of the new curriculum and a comparison with the present one

The schedules for the first four years of the medical curriculum will be based on an academic year of forty weeks (*e.g.*, September 10–June 28). The fifth-year course, which represents a rotating internship in the hospital, will cover the entire calendar year of fifty-two weeks (July 1–June 30).

The following is a summary of the schedule *tentatively* planned for the new curriculum:

YEAR I: Biochemistry I, including organic, quantitative and physical chemistry; physics (Homewood); mathematics and biostatistics, including rudiments of calculus; genetics; elective courses (two), in subjects other than natural sciences (Homewood). *Unscheduled time:* approximately 750 hours. *Total hours:* 1680.

YEAR II: Anatomy; embryology; cultural anthropology; social psychology; biochemistry II, including biophysics; physiology; history and philosophy of science; medical psychology; elective course, in a subject other than natural science (Homewood). *Unscheduled time:* approximately 575 hours. *Total hours:* 1680.

YEAR III: Microbiology; pathology; pharmacology; interviewing of patients; clinical diagnosis;

laboratory methods of diagnosis; radiology; elective course, in a subject other than natural science (Homewood). *Unscheduled time:* approximately 475 hours. *Total hours:* 1680.

YEAR IV: Medicine, including neurology and dermatology; surgery, including surgical specialties; psychiatry; preventive medicine and public health; pediatrics; obstetrics-gynecology; radiology; ophthalmology; amphitheatre clinics. *Unscheduled time:* approximately 350 hours. *Total hours:* 1680.

YEAR V: Medicine, including neurology and psychiatry; surgery, including surgical specialties; pediatrics; obstetrics-gynecology; elective period (two months). *Total time:* 12 months, minus two weeks' vacation.

In spite of the new program's accelerated schedule, the number of hours devoted to the individual premedical, preclinical, and clinical subjects is not significantly decreased from that now provided by the present curriculum; in fact, in many cases it is substantially increased. This apparent paradox results from the fact that the academic year has been increased from thirty-two to forty weeks in the first four years and from thirty-two to fifty-two weeks in the fifth year. At first glance such a schedule may seem unduly rigorous. It should be noted, however, that more than two months of vacation are provided each summer except during the final "internship" year, and an abundance of elective time is included throughout the curriculum.

Some likely criticisms of the program, and a discussion of them

In the presentation of this plan, it has been pointed out that all students will gain one year of time, and those who enter under the early admission plan at the end of their second year of college will gain two years. The plan is also designed to enrich and deepen the educational experience. In the consideration of these apparently paradoxical purposes, it should be emphasized that the curriculum in medical school is essentially "full time" and provides a far more rigorous schedule of study than that of most colleges. Furthermore, with the prolonged academic year of forty weeks, the number of hours available for study is one and a quarter times as great as in a conventional college year.

Indeed, not only will the students, by continuing studies in the humanities during medical school, have taken at least as many liberal arts courses as the average college premedical student, but they will also have completed considerably more than the usual four years of college by the time they are given their A.B. degrees at the end of the third year in medical school. Most important of all, they will have been transferred from large college classes, working at the comparatively leisurely tempo of a college curriculum, to small classes of highly selected and strongly motivated colleagues living and studying in a graduate school.

Doubt is sure to be expressed as to whether students can be properly selected for admission to medical school after only two years of college. Certainly the admission committee's task will be more difficult because of the shorter college record available at the time of decision. Statistics indicate, however, that selections based upon high school plus freshman college records are nearly as valid as those based upon records of three full years in college. Furthermore, only outstanding students, whose motivation is such as to make them seek entrance to graduate school one or two years earlier than usual, will be considered for admission to the new first-year class. Whenever there is doubt, the student will be advised to remain in college for one or two years longer before attempting to go to medical school.

Objections also may be raised to transferring the responsibility of teaching organic, physical, and analytic chemistry from the college faculty to the department of biochemistry in the Medical School. It may be argued that only applied chemistry will be taught in medically oriented courses.

To assume, however, that a properly selected chemistry staff of the medical faculty, working in collaboration with the chemists of the Faculty of Philosophy, would neglect to teach the broad principles of basic chemistry seems hardly warranted. On the contrary, such teachers might be expected to present more effective courses for medical students by virtue of their ability to teach basic principles through illustrative examples having a direct bearing on medical science.

Lastly, criticism of the proposed student internship may be voiced on the grounds that the students will not be sufficiently exposed to practitioners of medicine during their first year of full-time hospital training. Such an argument, however, cannot be defended for two reasons: first, the staff which will supervise the student internship will be the same as that now in charge of the hospital interns; and, second, under the new plan this staff will devote more time to the interns than it does at present, primarily because it will not be involved in simultaneous teaching of hospital interns and medical students. Practical problems relating to accreditation and interrelationships with residency programs in other hospitals are bound to arise, particularly at the outset, but none of these appears insurmountable.

Training in the basic sciences of medicine must be strengthened

The recent decline in the strength of preclinical faculties of American medical schools has already been referred to as a matter of serious import. Unless the present trend can be reversed, teaching and research in the basic disciplines of medical science are certain to suffer, to the eventual detriment of all of medicine.

The early admission feature of the Revised Program has a direct bearing on this crucial problem. By allowing qualified students to enter medical school two years earlier than in the conventional system, the new program will permit candidates for doctorates in medical science to begin their specialized training at least one year sooner than at present. Some will begin after having completed the full medical school course. Having experienced a year's internship, they will have had an opportunity to gain a comprehensive grasp of medicine as a whole and an understanding of the place of their chosen sciences therein. For others, who have entered upon the medical course but who wish to begin their specialized training without completing the M.D. requirements, there will be a suitable point for them to do so at the end of the second or the middle of the third year of the revised curriculum (*i.e.*, four or four and a half years after entrance to college). Thereafter they will devote two or three years to advanced courses, research, and the preparation of their doctoral dissertations. As graduate students they may take their doctorates in any one of the preclinical departments of the Medical School (anatomy, physiology, biochemistry, microbiology, pharmacology) or in any of the following departments of the School of Hygiene and Public Health: biochemistry, epidemiology, pathobiology, biostatistics, or sanitary engineering. Occasionally, candidates after completing their introductory medical course will return to the college campus to take doctorates in such departments of the Philosophical Faculty as chemistry, physics, biology, and biophysics.

Students who exhibit in medical school a sustained interest in basic science will be encouraged to become candidates for doctoral degrees in the preclinical sciences. They will be eligible for special predoctoral fellowships designed to assist them in completing their advanced training. By making the combined resources of the Faculties of Medicine, Hygiene, and Philosophy more available to graduate students in the basic medical sciences, and by shortening the time required for formal education in these fields, the Revised Program should enable the Johns Hopkins University to train an increasing number of qualified teachers and investigators in the basic sciences of medicine.

It is recognized that these changes in curriculum will not alone attract sufficient students into the preclinical sciences. A greater proportion of the total resources of every medical school will have to be invested in basic science, if a proper balance between the preclinical and clinical disciplines is to be achieved. Perhaps the strongest argument in favor of the Revised Program, however, is that it will inevitably result in a strengthening of the basic science departments of the Johns Hopkins Medical Institutions.

Independent study and discovery: a cardinal principle of education

One of the cardinal principles of higher education is the encouragement of the thorough mastery of knowledge through participation in the processes of discovery. It inevitably leads to emphasis upon scholarly teachers, upon free time, upon depth of study, and upon the cultivation of individual initiative. With this emphasis goes mistrust of superficial "orientation" courses, of

minutely prescribed schedules, and of passive learning.

There is, for example, an acknowledged need in medical education for a better understanding of social and environmental factors in illness; of the social resources and processes concerned in convalescence and rehabilitation; of the humanistic values which are significant in our culture, but which sometimes appear trivial and obstructive to the technologically-absorbed physician. It seems unlikely that these deficiencies can be remedied by such devices as lectures in human ecology or exercises in social service. Rather the encouragement of deep and earnest study of these matters by interested medical students under inspiring scholars seems better calculated to produce enduring results.

This basic principle of advanced learning is violated all too often in American graduate schools, particularly in schools of medicine. Too much time is devoted to the passive absorption of factual information and too little to the active acquisition of knowledge. Active learning in medical school can be encouraged only through laboratory, clinical, and library research, guided by faculty advisers, but pursued because of the student's own initiative. For such independent study, generous blocks of free time must be provided in the curriculum. To be of maximum value, a good part of this free time must be scheduled in the fourth and fifth years, after enough of the background and methodology of medicine has been mastered to make elective endeavor truly profitable.

The Revised Program is designed specifically to promote sound habits of self-education at the earliest possible stage in the careeer of each medical student.

New facilities; a tentative timetable; and a summary of the objectives

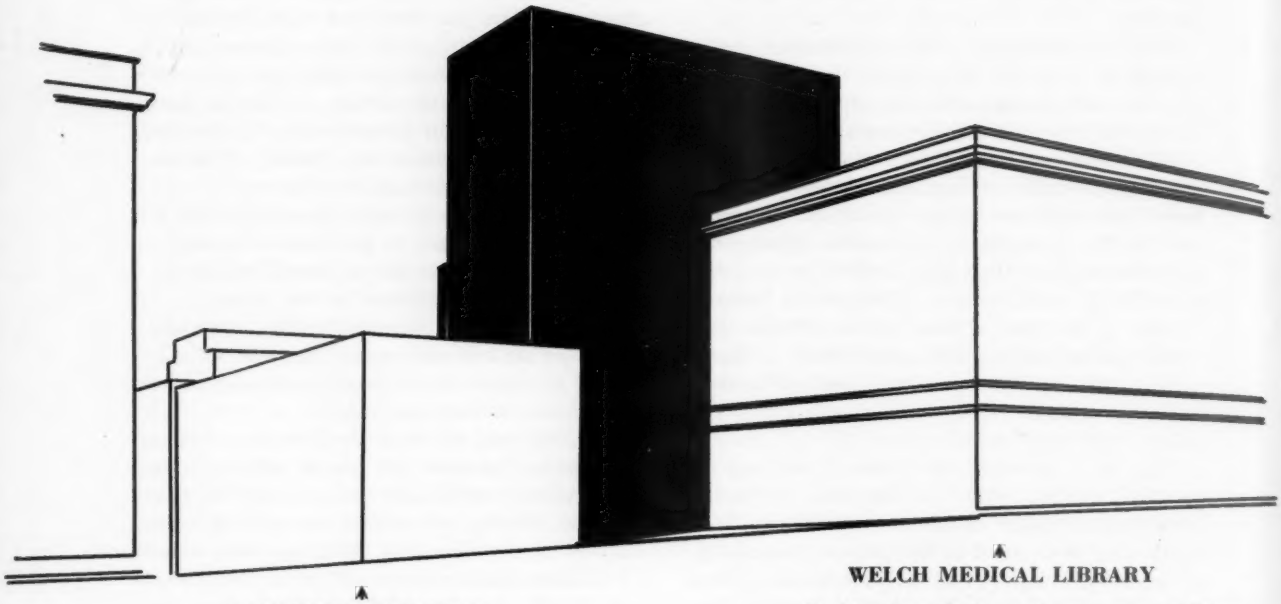
The dormitory now under construction will greatly improve the living conditions for medical students. The new, adjacently located apartment buildings for married students will tend to draw this important segment of the student body more intimately into the medical-school community. The social and recreational facilities provided by the new quarters should add significantly to both the attractiveness and the effectiveness of the educational program.

Essential to the Revised Program is a new basic science building. Planning for this building is already under way. Since its construction will not be completed for at least two years, the full program cannot be put into effect until the fall of 1959. In the meantime, the basic science departments will be further strengthened by new appointments, and the details of the teaching schedule will be finally formulated by the faculty.

It is anticipated that the Revised Program will achieve the following objectives:

1. It will help to attract a greater number of talented students to the study of medicine
   a) by shortening the course of training for selected candidates by two years;
   b) by cutting accordingly the total cost of their medical education; and
   c) by increasing the emphasis upon creative and independent study.
2. It will tend to break the presently existing barrier between the liberal arts and the medical sciences, and thus not only liberalize the training of medical students but also bring the School of Medicine into closer collaboration with the rest of the University.
3. It will raise the academic standards of the premedical courses in the natural sciences, and avoid the unnecessary duplications of effort which now prolong the combined college-medical school curriculum.
4. It will provide, through generous allotments of free time, unusually favorable opportunities for students to engage in research during their formative years in medical school.
5. It will improve instruction in the social sciences as they bear upon the humanistic and sociological problems of medicine.
6. It will automatically provide an effective internship in the Johns Hopkins Hospital for every senior student in the Johns Hopkins Medical School.
7. By effectuating an earlier completion of the required course in medical school, it will allow a greater proportion of graduates to obtain optimal postgraduate training in hospital residencies.
8. It will encourage more students to pursue careers in the basic medical sciences, and will thus enable the University to contribute new strength to the foundations of medicine.

Finally it should be stressed that, under the Revised Program, students who have completed the full four-year collegiate course will still be eligible for admission to the School of Medicine. Only a carefully selected group of students who are qualified to enter after two or three years of college will be granted admission to the first-year course of the new curriculum.



ANATOMY BUILDING

WELCH MEDICAL LIBRARY

Looking toward the northeast corner of Monument and Wolfe Streets, this drawing shows the location of the basic science building (*black area*), to be built at the Johns Hopkins School of Medicine as an early step toward putting the University's revised medical-education plan into effect.

PLANNED OR ALREADY UNDER WAY: THREE BUILDING PROJECTS FOR THE HOPKINS MEDICAL INSTITUTIONS

PHOTOGRAPHS BY ALAN J. BEARDEN

Garden-type apartments, renting at eighty dollars for a three-bedroom duplex and at sixty for a one-floor efficiency, have been built under University auspices for married medical students. The site is in a huge area, cleared of slums, running for blocks on west side of Broadway.

A ten-story, air-conditioned dormitory with accommodations for 250 is under construction on cleared area to west of Hopkins Hospital. It has lounges, studies, and a self-service laundry. A cafeteria will also be operated. In picture, work is stalled by citywide building tradesmen's strike.

A Summer Student's BUSY DAY

With a Summer Session class on the lawn behind her, Judith Mazor, a kindergarten teacher, poses for a Hopkins portrait.

Stand-up breakfast at kitchen sink starts Miss Mazor's day, which consists of a series of dashes to fit crowded schedule.

For most families with children, June is the month that school's out. But for great numbers of people—among them a large proportion of the nation's school teachers—school is just about to begin. At Johns Hopkins, Summer Session opens on June 24 (some classes, in the sciences, start one week earlier), and the campus will be revisited by teachers like Judith Mazor, pictured on these pages, who received her B.S. in English at Johns Hopkins' McCoy College in 1956 while teaching kindergarten in the Baltimore public schools, then turned around and came back to Hopkins in the summer to round out her education-course requirements. Here is one of Miss Mazor's typical Hopkins summer schooldays.

Carrying a stack of books and papers and a pair of flat-heel shoes she'll need later in the day, she rushes out to her car.

First class starts at eight. Driving fast, using short-cuts, she arrives at Johns Hopkins at least a minute ahead of time.

Photographs by Alan J. Bearden

SUMMER STUDENT

Continued

Course in "Curriculum Development in Elementary School" is led by Haverly O. Moyer, a visiting New York professor.

With Dr. Clara P. McMahon, director of Summer Session's division of education, Miss Mazor discusses M.A. program.

In education library, she does research on a paper assigned in her course in trends in teaching elementary school reading.

As Baltimore temperatures soar, class meets outdoors under a convenient tree, seeking a stray breeze. Miss Mazor is in sun.

SUMMER STUDENT

Continued

Between her first and second classes, Miss Mazor makes another dash. It's 8:50; she has ten minutes to change shoes, drive to a school across town.

By 9 o'clock she's made it, and she takes in tow a group of four and five-year-olds for three hours of kindergarten-level work and outdoor games.

After her workout in the school and on its playground, she will rush back to Hopkins, leaving kids at noon and reaching campus, she hopes, by 12:15.

JUDITH MAZOR did not keep a record of her mileage in the course of her summer-school-and-work schedule, which involved a crossing and recrossing of a good part of the city of Baltimore five days a week for six weeks. But the total, clearly, was considerable. In the winter she adds to it by teaching in an elementary school on the opposite side of the city from her home. In August, she plans to be married and move to New Jersey—where she already has a teaching job lined up.

Relaxation comes at last in afternoon and evening. Here, with a friend who is also taking summer courses (*right*), she attends band concert in city park.

And, at the Baltimore Museum of Art, she indulges a favorite hobby: gallery-visiting. The museum is cool and, after a hectic day, blessedly quiet.

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AN UNOFFICIAL COMPENDIUM OF FACULTY AND ALUMNI APPOINTMENTS, HONORS, AND ACCOMPLISHMENTS

RETIREMENT

ALAN J. BEARDEN

George Boas

When George Boas retires at the end of the current academic year, it will bring to a close a forty-two-year teaching career. Thirty-six of those years were spent at Johns Hopkins. Dr. Boas joined the faculty in 1921 and became professor of the history of philosophy in 1933.

However, Dr. Boas will not terminate his academic researches. He has been granted a Guggenheim fellowship for next year and plans to use it to work on a book dealing with the presuppositions of Aristotle, or "what Aristotle took for granted." He will also be working on a book, co-authored by Harold Holmes Wren, entitled *What Is a Picture?* Dr. Boas is currently awaiting publication of the Carus lectures he delivered this year. He was the eleventh man to hold the Carus Lectureship of the American Philosophical Association since its establishment in 1925.

Professor Boas is the author of many other books, among them *French Philosophers of the Romantic Period*, *A Documentary History of Primitivism*, *Romanticism in America*, and *A Primer for Critics*.

As a token of their friendship and respect, four hundred persons have contributed ten thousand dollars to a George Boas Fund, to be used at Johns Hopkins in professor Boas' fields of scholarship.

FOREIGN POLICY

A three - hundred - thousand - dollar grant from the Rockefeller Foundation has made possible the establishment of the Washington Center of Foreign Policy Research as an affiliate of the Johns Hopkins School of Advanced International Studies.

According to President Milton S. Eisenhower, the Center will take advantage of being located in Washington, the focal point of developing action in foreign policy.

The Center will conduct a program of research in that area of study which relates foreign-policy theory and foreign-policy practice.

Professor Arnold Wolfers will be director of the Center. He has been for many years Sterling professor of International Relations at Yale University and chairman of the Yale graduate studies program in this field. Dr. Wolfers is widely recognized as an authority on world affairs and has written extensively on the subject.

In addition to the newly established Washington Center of Foreign Policy Research, the Johns Hopkins School of Advanced International Studies supervises two other affiliated centers: the Bologna Center, which is operated in conjunction with the University of Bologna in Italy; and the Rangoon-Hopkins Center for Southeast Asian Studies, which is maintained in collaboration with the University of Rangoon in Burma.

PUBLIC CONTROLS

A fifteen-member national Commission on Public Controls in Higher Education, chaired by President Milton S. Eisenhower, has established headquarters at Johns Hopkins. The Commission, whose work is supported by a one-hundred-thousand-dollar grant from the Fund for the Advancement of Education, a subsidiary of the Ford Foundation, is undertaking a definitive study of the governmental controls increasingly being imposed on colleges and universities.

The study was initiated by the Fund at the request of the National Association of State Universities and the Association of Governing Boards of State Universities and Allied Institutions.

In outlining the problem the Commission will study, Mr. Eisenhower has pointed out that "many educators across the country are deeply concerned

ALAN J. BEARDEN

Malcolm Moos

with the growing tendency of state governments to impose executive or legislative controls upon public institutions of higher education. Certainly state officials and the taxpayers of a state have a right to know that the funds appropriated for these institutions are being used wisely and frugally, but there is a temptation for political officials to interfere in the free and independent administration of the educational programs for which these funds are provided."

The Commission's research staff is directed by Malcolm Moos, professor of political science at Johns Hopkins. He is assisted by Francis E. Rourke, assistant professor of political science.

Dr. Moos has been a member of the faculty since 1942. He has held the rank of professor since 1952. He is author of *Presidents, Politics and Coattails*, *The Republicans*, and was one of three editors of the five-volume study, *Presidential Nominating Politics, 1952*, a study made under the auspices of Brookings Institution and the American Political Science Association.

THE FACULTY

CHARLES S. GARLAND, vice president of the University board of trustees, has been elected chairman of the Johns Hopkins Fund. The Fund was established in 1947 to act as the coordinating agency for setting policies and guiding the financial development of the Hospital and University, in coöperation with the executive heads of both institutions. The Hopkins Fund staff aids in development activities and maintains records of all financial support given to each of the Hopkins units. Administration of the Fund is in the hands of a board of directors. Mr. Garland is a partner in the Baltimore investment banking firm of Alex Brown and Sons.

FRANCIS WHITE, ambassador to Mexico, has been reassigned by President Eisenhower as ambassador to Sweden. He is a member of the University board.

ROBERT P. BIUNNO, B.A.'48, assistant director of admissions, has become director of admissions at the Newark College of Rutgers University.

ROBERT P. BILGRAV, fac. '49–'55 (physical education), assistant director of admissions '52–'55, has been reappointed to the latter position.

HARRY O. HUMBERT, controller and assistant treasurer of the Johns Hopkins Hospital since 1947, has been appointed to a similar post at Roosevelt Hospital in New York City. He will be succeeded by W. THOMAS BARNES, who is now assistant controller.

IN THE FACULTY OF PHILOSOPHY, JAMES EARL DANIELEY, research associate in chemistry, has been elected president of Elon College in Elon, North Carolina.

WILLIAM MANSFIELD CLARK, PH.D. '10 (chemistry), professor emeritus of physiological chemistry, has been named recipient of the five-thousand-dollar Passano Foundation Award for 1957 in recognition of his stature as both a teacher and researcher. The award is given "to aid in any way possible the advancement of medical research," especially that with promise of clinical application.

CLINTON DESOTO has been promoted to assistant professor of psychology.

VICTOR K. A. M. GUGENHEIM, visiting lecturer in mathematics, has been appointed assistant professor of mathematics.

KEMP MALONE, Caroline Donovan professor emeritus of English, has been elected president of the Modern Humanities Research Association for 1958.

KINGSLEY B. PRICE has been promoted to associate professor of philosophy and education.

ROBERT W. TUCKER has been promoted to associate professor of political science.

IN THE SCHOOL OF ENGINEERING, ROBERT S. AYRE has been promoted to professor of civil engineering effective July 1.

IN THE SCHOOL OF MEDICINE, GEORGE W. CORNER, B.A.'09, M.D.'13, professor emeritus of embryology, has been awarded an honorary LL.D. by Temple University.

The late JOHN HOWLAND, professor of pediatrics from 1912 until his death in 1926, has been honored by having his oil portrait presented to the Welch Medical Library. Dr. Howland is described in Dr. John C. French's history of the University as "one of the twelve founding fathers of Johns Hopkins, who shaped the department of pediatrics, and who by discoveries in acidosis, rickets, and other diseases did much for the health and happiness of children everywhere."

HAROLD ROSEN, assistant professor of psychiatry, has been appointed a trustee of the Institute for Research in Hypnosis.

CAROLINE BEDELL THOMAS, M.D.'30, house staff '30–'33, associate professor of medicine, has been honored by the American College of Physicians for her research into a means of preventing recurrent bouts of rheumatic fever in susceptible persons. She was awarded a medal by the college in recognition of her having demonstrated in the late 1930's that recurrences of rheumatic fever could be prevented by knocking out strep germs with sulfa drugs.

W. BARRY WOOD, JR., M.D.'36, vice president, professor of microbiology, has been awarded an honorary LL.D. by Temple University.

IN THE SCHOOL OF HYGIENE, DAVID BODIAN, associate professor in the department of epidemiology, has been appointed professor of the department of anatomy, School of Medicine.

SOL GOODGAL, PH.D.'50 (biology), has been promoted to assistant professor of biochemistry, effective July 1.

SVEN NISSEN MEYER has been appointed associate professor of epidemiology.

ROWLAND V. RIDER, SC.D.'47 (hygiene), has been promoted to associate professor of public health administration.

THE ALUMNI

ABRAHAM FLEXNER, B.A.'86, LL.D. '49, has been honored by the establishment of a ten-thousand-dollar scholarship at the Chicago Medical School by the Joshua B. and Esther F. Glasser Fund.

W. NORMAN BROWN, B.A.'12, PH.D.'16 (Sanskrit), professor of Sanskrit and chairman of the South Asia Regional Studies Program at the University of Pennsylvania, has been awarded an honorary D. LITT. by the University of Madras.

A. ASHLEY WEECH, B.A.'16, M.D.'21, house staff '22–'24, fac.'22–'28 (pediatrics), has been given the 1956 Borden Award administered by the American Academy of Pediatrics for contributions in the fields of pediatric research, with particular reference to rickets, nutritional edema, and physiological hyperbilirubinemia.

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LESLIE B. HOHMAN, M.D.'17, house staff '17–'22, fac. '20–'47 (psychiatry), has been elected president of the American Psychopathological Association.

JOSEPH P. D. HULL, M.A.'17 (geology), has been awarded the Sidney Powers Medal by the American Association of Petroleum Geologists. It is the association's highest honor.

W. TAYLOR THOM, JR., PH.D.'17 (geology), has been awarded the John A. Fleming Memorial Medal by the American Institute of Geonomy and Natural Resources. He was formerly Blair professor of geology and chairman of the department of geological engineering at Princeton University.

BROADUS MITCHELL, PH.D.'18, fac. '19–'39 (political economy), professor of economics at Rutgers University, is Gino Speranza lecturer at Columbia University during the current academic year.

HSIN-HAI CHANG, B.A.'19, has been appointed professor of English literature and social science at Fairleigh Dickinson University in New Jersey.

J. P. GREENHILL, M.D.'19, attending obstetrician at Michael Reese Hospital in Chicago and professor of gynecology at the Cook county graduate school of medicine, has been awarded the Croix de Chevalier de la Legion d'Honneur of France for his contributions to medicine.

MADGE T. MACKLIN, M.D.'19, lecturer in medical genetics at Ohio State University School of Medicine, was one of three women to be presented Elizabeth Blackwell Awards this year. The Blackwell Awards are among the highest honors for women who have made outstanding contributions in medicine. Dr. Macklin was cited for her research in human heredity and for her long-term genetic studies of human breast and gastric cancer.

HENRY M. WINANS, M.D.'19, has been given the annual Marchman Award of the Southern Clinical Society in recognition of his "outstanding contribution to medical education."

HENRY E. NILES, B.A.'20, has been elected president of the Baltimore Life Insurance Company.

MARGARET G. SMITH, M.D.'22, fac. '22–'29 (pathology), has been promoted to professor of pathology at Washington University in St. Louis.

HARRY EAGLE, B.A.'23, M.D.'27, fac. '29–'47 (medicine and bacteriology), chief of the experimental therapeutics section of the National Institute of Allergy and Infectious Diseases, has been Christian A. Herter lecturer at New York University College of Medicine this year.

JOHN L. GOFORTH, M.D.'23, house staff '23–'24 (gynecology), clinical professor of pathology at Southwestern Medical School of the University of Texas, has been presented the Caldwell Award by the Texas Society of Pathologists. He is president of the American Society of Clinical Pathologists.

The late CHARLES S. SYDNOR, PH.D. '23 (history), former chairman of the history department and dean of the graduate school of arts and sciences at Duke University, has been honored by the establishment of the Sydnor Memorial Award for distinguished historical writing.

JOSEPH KAPLAN, B.S.'24, M.A.'26, PH.D.'27 (physics), professor of physics at the University of California in Los Angeles and coordinator of the American contributions to the International Geophysical Year, has been presented the annual award of merit by Phi Delta Epsilon fraternity.

FRANCIS O. RICE, fac.'24–'38 (chemistry), head of the department of chemistry at Catholic University, has won the 1957 Hillebrand Award of the Washington section of the American Chemical Society.

JOHN DAY, PH.D.'25 (archaeology), has been promoted to professor of Greek and Latin at Barnard College.

CLAUDE E. FORKNER, house staff '26–'27 (medicine), and R. TOWNLEY PATON, M.D.'29, house staff '29–'33, Harkness Fellow '32–'33 (ophthalmology), have been awarded the Royal Order of Homayun by the government of Iran in recognition of their service in the foundation and operation of Nemazee Hospital in Southern Iran and in development of the public water system in the city of Shiraz.

WILLIAM J. ENEY, B.E.'27, has been appointed Stuart professor of civil engineering at Lehigh University. He has been professor and head of the department there since 1945. He has been on the teaching staff there since 1936.

LOUIS B. FLEXNER, M.D.'27, Jacques Loeb Fellow '27–'28, fac.'28–'40 (medicine and anatomy), chairman of the department of anatomy at the University of Pennsylvania School of Medicine, has received the 1956 United Cerebral Palsy-Max Weinstein Award.

JOHN A. LARSON, house staff '27–'29 (psychiatry), co-inventor of the clinical polygraph, now known as the lie detector, has been appointed superintendent of the maximum security mental hospital in Tennessee.

CRENSHAW D. BRIGGS, M.D.'28, house staff '28–'35 (surgery), chief of the surgical staff of Washington Emergency Hospital in Washington, D. C., has been chosen as head of the general surgery department of the Washington Hospital Center. The Center is an eight-hundred-bed consolidation of Emergency, Episcopal, and Garfield Hospitals.

WILLIAM PURNELL HALL, B.A.'30, has been elected president of the Maryland Shipbuilding and Drydock Company.

CHARLES J. COHEN, B.A.'31, PH.D.'35 (geology), has been awarded the Navy's Distinguished Civilian Service Award for his work in utilization of the large-scale digital calculator. He is associate director of the computation and exterior ballistics laboratory of the Navy proving ground at Dahlgren, Virginia.

RODERICK H. SEARS, engineering '31–'33, has been appointed vice president and plant manager of the Marinette Paper Company in Ft. Edward, New York.

ROBERT W. CAIRNS, PH.D.'32 (chemistry), director of research for the Hercules Powder Company, has been appointed chairman of the Advisory Panel on General Sciences of the Office of the Assistant Secretary of Defense for Research and Development.

NORMAN HACKERMAN, B.A.'32, PH.D. '35 (chemistry), chairman of the department of chemistry at the University of Texas, has been elected president of the Electrochemical Society.

LENOX D. BAKER, house staff '33–'37 (orthopedics and surgery), professor of orthopedic surgery at Duke University School of Medicine, has been appointed chairman of the advisory committee on physical therapy education of the American Medical Association.

CHRISTINA LOCHMAN BALK, PH.D.'33 (geology), has been appointed professor of geology at the New Mexico Institute of Mining and Technology.

JOHN E. DEITRICK, M.D.'33, house staff '33–'34 (medicine), has been appointed dean of the Cornell University College of Medicine in New York City.

LINDSAY HELMHOLZ, PH.D.'33 (chem-

istry), has been promoted to professor of chemistry at Washington University in St. Louis.

GERTRUDE M. OARD, graduate nurse '33, has been honored as the only woman to receive the Peruvian Navy Cross for Merit. She is responsible for the establishment of the training program for naval hospital corpsmen.

HESTER HASTINGS, PH.D.'34 (Romance languages), has been promoted to professor of Romance languages at Randolph-Macon Woman's College in Lynchburg, Virginia.

WILLIAM R. WILLARD, house staff '34–'35 (pediatrics), has been appointed vice president for the Medical Center and dean of the College of Medicine of the University of Kentucky.

ROBERT A. NEWBURGER, M.D.'35, has been appointed assistant professor of clinical medicine at the Albert Einstein College of Medicine.

RAYMOND C. REGNIER, B.E.'35, has become a partner in the engineering firm of Whitman, Requardt and Associates, in Baltimore.

J. MAYO GREENBERG, arts '37–'38, PH.D.'49 (physics), has been promoted to professor of physics by Rensselaer Polytechnic Institute in Troy, New York. He has been on the faculty there since 1952 teaching and doing research on the scattering of waves and particles.

HENRY J. KELLERMANN, fellow '37–'38 (political science), is serving as United States permanent representative to UNESCO in Paris.

MARTIN D. YOUNG, SC.D.'37 (hygiene), has been given a five-year appointment to the World Health Organization's expert advisory panel on malaria.

GEORGE W. MAST, M.P.H.'38, DR.P.H. '42, has been appointed a vice president and director of new-product development for the Warner-Chilcott Laboratories, ethical drug division of the Warner-Lambert Pharmaceutical Company.

A. EMERSON CREORE, PH.D.'39 (Romance languages), is serving the current academic year as visiting professor of French literature at the University of Minnesota.

CLARENCE D. DAVIS, M.D.'39, has been appointed associate professor of obstetrics and gynecology at Yale University Medical School.

ALVIN I. GOLDFARB, M.D.'39, has been appointed to the newly created post of consultant on psychiatric services for the aged in the New York State Department of Mental Hygiene.

LEONARD KAMSKY, G.'39–'42 (political economy), has been appointed assistant vice president of W. R. Grace and Company in New York City.

MINOT P. FRYER, M.D.'40, house staff '40–'41 (medicine), has been promoted to associate professor of clinical surgery at Washington University in St. Louis.

The late JAMES S. SIMMONS, fac.'40–'45 (preventive medicine), has been honored by the establishment of the endowed James Stevens Simmons professorship at the Harvard University School of Public Health.

ALBERT L. CHAPMAN, M.P.H.'41, has been appointed assistant surgeon general in the U. S. Public Health Service. He will be chief of the division of special health services, Bureau of State Services.

WILLIAM H. WETZLER, B.E.'41, has been appointed production superintendent of Glaser-Steers Corporation in Belleville, New Jersey.

ROBERT H. FELIX, M.P.H.'42, has been appointed assistant surgeon general in the U. S. Public Health Service. He will be director of the National Institute of Mental Health.

JOHN D. PORTERFIELD, III, M.P.H.'44, has been appointed assistant surgeon general in the immediate office of the surgeon general.

ILZA VEITH, M.A.'44, PH.D.'47 (history of medicine), has been promoted to associate professor of history of medicine in the departments of medicine and history at the University of Chicago.

CHARLES R. LIPSCOMB, JR., B.S.'45, has been named resident administrator for the Gilbert Corporation of Reading, Pennsylvania, in Buffalo, New York, where he is in charge of the Buffalo Project, a revaluation of all real property in that city.

DAVID E. PRICE, M.P.H.'45, DR.P.H. '46, has been promoted from assistant surgeon general to the newly created post of deputy chief of bureau of medical services in the U. S. Public Health Service.

FAYE E. SPRING, graduate nurse '45, has been appointed assistant professor in the Duke University School of Nursing.

ROBERT P. PETERSEN, fac.'46–'49 (ICR), has been elected president of Applied Research, Inc., in Chicago.

NORMAN WEISSMAN, fac.'46–'51 (physiological chemistry), has been appointed associate professor of pathology and biochemistry at the University of Utah College of Medicine.

FRANCIS H. HORN, fac.'47–'53 (education), has resigned as president of Pratt Institute in New York City.

JAMES H. LANGRALL, B.A.'47, formerly deputy United States Attorney, has become associated with the law firm of Weinberg and Green in Baltimore.

BENJAMIN I. MCGOWAN, JR., B.S.'48 (business), has been appointed general sales manager of the Stanley Building Specialties Company of North Miami, Florida, a subsidiary of the Stanley Works. Before joining Stanley, he was assistant to the vice president in charge of sales at the General Bronze Corporation in New York.

ALBERT STUNKARD, house staff '48–'51, fellow '51–'52 (psychiatry), has been appointed associate professor of psychiatry at the University of Pennsylvania. He is in charge of a new program of research and teaching in psychosomatic medicine.

MARY C. ROSE, PH.D.'49 (philosophy), has been promoted to associate professor of philosophy at Goucher College, effective in September.

THOMAS E. REICHELDERFER, M.D.'50, M.P.H.'56, has been appointed chief of the General Population Studies Unit for Respiratory Diseases at the National Institute of Allergy and Infectious Diseases in Bethesda, Maryland.

ALBERT J. WETZEL, M.S.'50 (aeronautics), has been promoted to colonel in the U. S. Air Force and is now in command of a B-47 Stratojet squadron of the Strategic Air Command.

VICTOR R. GOLD, PH.D.'51 (Oriental seminary), has been appointed associate professor of Old Testament studies at the Pacific Lutheran Theological Seminary in Berkeley, California.

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JOSEPH H. MCNINCH, M.P.H.'51, has been promoted to brigadier general in the U. S. Army. He is in Japan as surgeon for Army forces in the Far East.

WILLIAM H. SCHWARZ, B.E.'51, M.S. '55, DR.ENG.'57 (chemistry), has been appointed assistant professor of chemical engineering at Stanford University.

ALBERT R. THOMAS, B.E.'51, has been promoted to head of the engineering plant and power house design department of the Western Electric Company.

JACK H. TAYLOR, PH.D.'52 (physics), has been appointed associate professor of physics at Southwestern College in Memphis.

HENRY M. WATTS, PH.D.'52 (physics), has been appointed director of government engineering for the Bendix Radio division of Bendix Aviation Corporation in Baltimore. He is in charge of all engineering design and development of government products.

JAMES A. HALEY, SC.D.'55 (parasitology and pathobiology), has been appointed assistant professor of parasitology at the University of Maryland.

DEATHS

GERALD T. ALTIMAS, house staff and fac.'32–'36 (obstetrics); on February 3, 1957. He was obstetrician and gynecologist in chief of St. Mary's Hospital in Montreal for the ten years preceding his death.

MARY EMMA ARMSTRONG, PH.D.'15 (archaeology); on January 25, 1957. She was professor and head of the department of Latin and Greek at Olivet College in Michigan from 1920 until she became professor emeritus in 1942.

CARLTON JAMES AUSTIN, G.'22–'23 (chemistry); on January 6, 1957. He was in the milk business in Philadelphia.

FRANK COOKE BEALL, M.D.'06, house staff '06–'07 (surgery); on February 25, 1957. He had been chief surgeon of Cooke Memorial Hospital in Fort Worth, Texas, from 1929 until his retirement in 1953.

MAURICE S. BERNSTEIN, member of the Applied Physics Laboratory senior staff '55–'56; on December 27, 1956. At the time of his death he was an operations research engineer in Malden, Massachusetts.

NOLAN RICE BEST, G.'39–'41 (physics); in September, 1954. He was an electronic scientist with the Naval Research Laboratory in Washington, D. C.

THEODORE HOLIDAY BOUCHELLE, B.A. '49; on March 27, 1957. He was working toward his PH.D. degree at the University of Michigan and was studying in Europe during the current academic year.

JAMES VINCENT BROOKS, JR., B.A.'17; on April 1, 1957. He was president of E. Cary Nalle and Company, a Baltimore insurance firm.

CATHERINE WILKINSON (Mrs. A. H.) CARPENTER, B.S.'35; on March 26, 1957.

PHILANDER PRIESTLEY CLAXTON, G. '84–'85 (physics); on January 12, 1957. He was appointed United States Commissioner of Education by President William Howard Taft in 1911 and held that position until 1921. After leaving Washington he served as provost of the University of Alabama, superintendent of schools in Tulsa, Oklahoma, and president of Austin Peay State College in Clarksville, Tennessee. He retired in 1946.

ROBERT THORNTON COMER, G.'96–'97 (biology and chemistry), M.D.'01; on March 4, 1957. He was a retired physician in Birmingham, Alabama.

FRANK WILLIAM DAWSON, B.A.'17, G.'26–'28 (education); on March 2, 1957. He was a teacher in the Maryland public school system.

LELIA FARINHOLT GLOCKER, McCoy '19–'26; on March 13, 1957.

MARY ELLEN LOGAN, B.S.'29; on March 16, 1957. Before her retirement she had been a teacher at Kenwood High School in Raspeburg, Maryland.

RICHARD E. MARINE, B.A.'96, G.'96–'97 (physics); on February 21, 1957. He was a former judge of the United States Court of Customs and Patent Appeals in Washington, D. C., and later engaged in private practice in Pittsburgh until his retirement a few years ago.

BERNADETTE MULLIN, graduate nurse '41 (honorary); on April 8, 1957. She had retired in 1947 after many years as head of psychiatric nursing at Phipps Clinic.

ELMER LEROY MUMMA, engineering '26–'29; on April 24, 1957. He was an executive of the Koppers Company.

WALLACE JUDSON PARKS, G.'32–'35 (political science); on February 9, 1957. He was consultant, analyst, and chief counsel for numerous congressional committees. He was the author of *United States Administration of Its International Economic Affairs*. At the time of his death he was doing research under a Ford Foundation grant for a publication on government information.

WILBUR GEORGE PIERCE, engineering '52–'54; on March 1, 1957. He was in the U. S. Air Force.

EMILY TRUXTON RUTHERFORD, Johns Hopkins Hospital administration '23–'54; on January 23, 1957. She was chief ward admitting officer at the Hospital at the time of her retirement.

AARON SCHAFFER, B.A.'14, PH.D.'17 (German); on February 24, 1957. He was chairman of the department of Romance languages at the University of Texas. He was a Chevalier de la Legion d'Honneur of France.

LUCILLE SHANGRAW (Mrs. Lloyd B.) JOHNSTON, graduate nurse '23; in January, 1955.

JANE FRANCES SHEEHAN, graduate nurse '41; on March 1, 1957.

WILLIAM PAYNE SHRIVER, B.A.'01; on February 24, 1957. He was the retired secretary of the Board of National Missions of the Presbyterian Church in the United States and the author of several religious books.

HENRY ERNEST SIGERIST, William H. Welch professor of the history of medicine '34–'47, director of the Institute of the History of Medicine '32–'47, librarian of the Welch Medical Library '42–'45. At the time of his death he was at his home in Switzerland working on his planned eight-volume history of medicine, an undertaking wider in scope than any started in 150 years. The first volume of the work, *Primitive and Archaic Medicine*, was published in 1951. His last work was *Landmarks in the History of Hygiene*, published last year. In 1925 he became the director of the Institute of the History of Medicine in Leipzig, first of its kind in the world. He had been president of the American Association of the History of Medicine and of the History of Science Society. He was a fellow of the Royal College of Physicians in England.

ANNA JACK (Mrs. Frank R.) SMITH, SR., graduate nurse '92; on April 5, 1957. She was an alumna of the second class of nurses which graduated from the Johns Hopkins Hospital School of Nursing.

LLOYD WARREN WALTER, PH.D.'52 (physics); on December 26, 1956. He was doing basic research at the Redstone Arsenal in Huntsville, Alabama.

THE SPORTS YEAR

A summary of Johns Hopkins varsity results, 1956-1957

FOOTBALL

Hopkins	7;	Franklin and Marshall	7
Carnegie Tech	19;	Hopkins	13
Hopkins	14;	Hampden-Sydney	13
Haverford	14;	Hopkins	13
Hopkins	13;	Randolph-Macon	0
Swarthmore	7;	Hopkins	0
Hopkins	40;	Dickinson	0
Hopkins	7;	W. Maryland	0

SOCCER

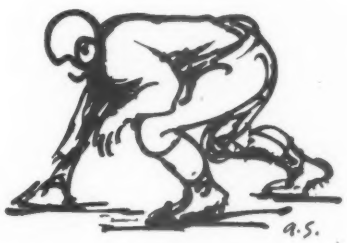
Hopkins	3;	Gettysburg	3
Towson	4;	Hopkins	0
Maryland	7;	Hopkins	0
Hopkins	4;	Bucknell	1
Drexel	3;	Hopkins	0
Hopkins	4;	Loyola	2
Washington	1;	Hopkins	0
Hopkins	4;	Delaware	0
Hopkins	4;	W. Maryland	3

CROSS COUNTRY

Loyola	26;	Hopkins	31
Hopkins	17;	Towson	46
Delaware	25;	Hopkins	31
Franklin and Marshall	27;	Hopkins	30
Swarthmore	19;	Hopkins	42
Hopkins	26;	Washington	29

BASKETBALL

Hopkins	71;	Swarthmore	56
Hopkins	77;	Dickinson	66
Hopkins	87;	Delaware	81
Franklin and Marshall	92;	Hopkins	73
Hopkins	93;	Towson	63
Rutgers	86;	Hopkins	63
Gettysburg	86;	Hopkins	79



Hopkins	67;	Randolph-Macon	60
Catholic	80;	Hopkins	70
Hopkins	76;	Washington	67
Washington and Lee	88;	Hopkins	69
Loyola	69;	Hopkins	66
W. Maryland	93;	Hopkins	74
Hopkins	83;	Towson	78
Hopkins	81;	Hampden-Sydney	68
Loyola	76;	Hopkins	55
Hopkins	100;	W. Maryland	92
Mt. St. Mary's	86;	Hopkins	59

FENCING

Lehigh	17;	Hopkins	10
Pennsylvania	19;	Hopkins	8
Navy	22;	Hopkins	5
Temple	18;	Hopkins	9
Hopkins	19;	Muhlenberg	8
Hopkins	17;	Haverford	10

LACROSSE

Hopkins	12;	Yale	3
Hopkins	12;	Virginia	4
Hopkins	19;	Princeton	6
Hopkins	15;	Washington and Lee	7
Hopkins	7;	Army	5
Hopkins	22;	Loyola	7
Hopkins	15;	Navy	6

TRACK

Gettysburg	64;	Hopkins	62
Swarthmore	68½;	Hopkins	57½
W. Maryland	68;	Hopkins	54
Hopkins	62½;	Loyola	54½
Delaware	86;	Hopkins	40
Dickinson	69;	Hopkins	57

GOLF

Dartmouth	6½;	Hopkins	2½
Hopkins	16;	Juniata	2
Maryland	21;	Hopkins	6
Franklin and Marshall	10;	Hopkins	8
Hopkins	10½;	Delaware	7½
Hopkins	9½;	Gettysburg	8½
Loyola	8;	Hopkins	1

TENNIS

Hopkins	5;	American	4
Hopkins	7;	Gettysburg	1
Maryland	9;	Hopkins	0
Delaware	6;	Hopkins	3
W. Maryland	7;	Hopkins	2
Hopkins	8;	Towson	1
Loyola	5;	Hopkins	4
Hopkins	6;	Washington	3
W. Maryland	7;	Hopkins	2

BASEBALL

Towson	9;	Hopkins	6
Maryland	11;	Hopkins	8
Loyola	9;	Hopkins	7
Ursinus	10;	Hopkins	5
Delaware	12;	Hopkins	2
Loyola	6;	Hopkins	0
Swarthmore	11;	Hopkins	8
W. Maryland	14;	Hopkins	10
Washington	12;	Hopkins	3
Gettysburg	7;	Hopkins	5
Catholic	11;	Hopkins	1
W. Maryland	9;	Hopkins	5

Note: Spring results are complete only through Saturday, May 11

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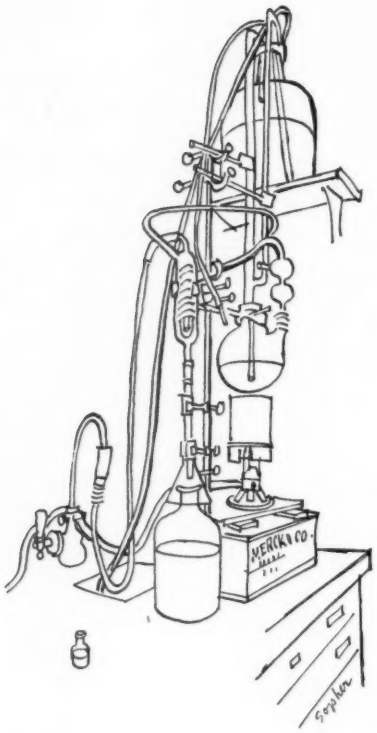

As mankind zooms into the atom age, our privately supported colleges and universities often lack funds to keep abreast . . . the billions needed to help fire the minds of men . . . to bring up leaders worthy of this age of inconceivable power.

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